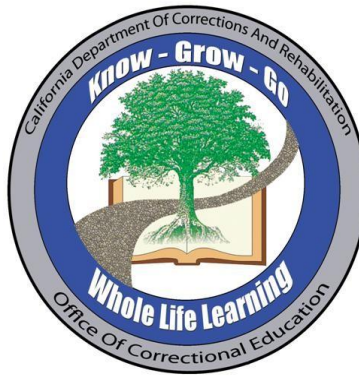


DEPARTMENT OF CORRECTIONS AND REHABILITATION

OFFICE OF AUDITS AND COMPLIANCE

EDUCATIONAL COMPLIANCE BRANCH



COMPLIANCE REVIEW FINDINGS

California State Prison, Los Angeles County

March 12-21, 2008

ADMINISTRATION

G. Lynn Hada

ACADEMIC EDUCATION

John Jackson

Beverly Penland/Raul Romero

VOCATIONAL EDUCATION

Beverly Penland

LIBRARY

Raul Romero

FEDERAL SUPPLEMENTARY PROGRAMS

Mark Lechich

DEVELOPMENTAL DISABILITY PROGRAM

Raul Romero/Beverly Penland

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

No.	INSTITUTION: California State Prison, Los Angeles County (LAC) DATE: March 12-21, 2008 COMPLIANCE TEAM: G. Lynn Hada	YES/NO or NA	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Allotments/Operating Expenses:</div> <ul style="list-style-type: none"> Does the Principal maintain a budget tracking system to monitor the school departments' complete budget? Is there an annual spending plan to determine sub-allotments to programs, expenditures and their balance? 	No	There is a hand-written budget tracking plan. The school has no spending plan in place. Recommend that the budget tracking plan be computerized and that an annual spending plan be developed.
2.	Based upon current policy (amount of budget allotted) does it appear that a viable spending plan is in place in order for allocated funds to be fully utilized by year end?	No	There is no spending plan in place for the current budget allocation and therefore it cannot be determined if allotted funds will be fully utilized by year end.
3.	Are funds allocated by Office of Correctional Education available and spent within program areas?	Yes	Funds allocated to date by OCE are available and are spent within program areas even though there is no spending plan.
4.	Are funds tracked by funding source? General Fund, special Budget Change Proposal funding, Federal and State Grant Programs allocated by Office of Correctional Education?	Yes	A very basic hand-written system is in place.
5.	Are allocated funds for the Bridging Education Programs including Arts In Corrections (AIC) used to provide program services to inmates?	No	No funds have been expended for the Bridging Education Program or the Arts In Corrections.
6.	Are law library purchases funded by the institution's general budget?	No	There is an ongoing attempt by CDCR Administration to resolve the use of Program 25 vs. Program 45 monies to operate Law Libraries. The ongoing discussions to resolve this funding issue are taking place between Adult Operations and Adult Programs headquarters staff.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

7.	Is the school following the Education Hiring Steps and Responsibilities memo and matrix dated July 13, 2006 instructions when filling vacancies?	No	The principal did not have a copy of the memo and the institution personnel office has their own procedures. Most steps in the matrix are followed but not exactly the same.
8.	Are the Education Monthly Report (EMR) and the Education Daily Report (EDR) accurate and being completed and submitted on a timely basis?	No	The school is in the process of resubmitting all of the Fiscal Year Education Monthly Reports due to major inaccuracies. However a review of the February 2008 Education Monthly Report that was submitted revealed further inaccuracies.
9.	Has adequate space and equipment been provided for staff to perform the required duties of the Reception Center/Bridging Education Program, Arts In Corrections program and the TV Specialist?	No	There is inadequate space due to medical programs taking over classroom and library space. Some teachers lack computers and other equipment. The TV Specialist space and Arts In Corrections program space is good. There is no TV Specialist due to the resignation of the prior staff on 5/18/07.
10.	<div>Credentials:</div> Are all instructional and supervisory staff credentialed appropriately within subject matter area where they are assigned?	No	Some teachers and supervisors did not have all of the proper credentials on file.
11.	Does the assigned bridging staff hold appropriate credentials and/or placed in the appropriate Re-Entry classification?	Yes	
12.	<div>Duty Statements:</div> Are 100% of the staff duty statements on file and applicable to current position?	No	There were no signed duty statements in the education office. There was only a binder of unsigned generic duty statements.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

13.	<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px; margin-bottom: 5px;">Operational Procedures:</div> <p>Does the institution have an Operational Procedure (OP) that addresses the legislative mandates of the Bridging Education Program?</p>	No	The Bridging Education Program Operational Procedure is out-of-date, It is dated June 2006.
14.	<ul style="list-style-type: none"> Does the institution have an Operational Procedure for the Education Program? Does it use Department Operation Manual Chapter 10 as an inclusion? 	No	There is no Education Operational Procedure available.
15.	<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px; margin-bottom: 5px;">Staff Assignments:</div> <p>Does the Principal maintain a current and complete list of all authorized positions and their status?</p>	Yes	
16.	Are all staff appropriately working and/or assigned within the education program?	No	The Correctional Offender Management Profiling positions for Alternative Sanctions teachers are not in the proper position numbers. One bridging instructor is currently working for California Prison Industry Authority (CALPIA) for a 90 day period that begun February 21, 2008 and is being paid out of Division of Education, Vocations, and Offender Programs (DEVOP) education funds under an agreement between the CALPIA General Manager and DEVOP Director.
17.	Do all staff within the education program report to, and are under the Principal's supervision?	No	One bridging instructor is currently working for Prison Industry Authority for a 90 day period that begun February 21, 2008 and is being paid out of DEVOP education funds under an agreement between CALPIA General Manager and DEVOP Director.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

18.	Is the Bridging Education Program Reception Center/General Population/Arts In Corrections fully staffed with supervisory, instructional and ancillary personnel?	No	One bridging instructor is currently working for Prison Industry Authority for a 90 day period that begun February 21, 2008 and is being paid out of DEVOP education funds under an agreement between CALPIA General Manager and DEVOP Director.
19.	Are Re-Entry Program instructors, class code 7581, assigned only to the Bridging Education Program (BEP)?	Yes	
20	When Bridging Education Program vacancy occurs, is it immediately reclassified to class code 2290 Teacher, High School, General Education?	Yes	
21.	Has the Artist Facilitator been officially assigned to the Education Department?	Yes	
22.	Is there a system in place that is being utilized to ensure the tracking of inmates and their completed assignments during their transition from the Reception Center to the General Population Institution?	No	There is a rudimentary tracking system that is used sporadically but it does not always insure accurate tracking.
23.	Has an individual been designated to be responsible for trouble-shooting the equipment and contacting Transforming Lives Network for needed support?	Yes	A Plant Operations Electronic Technician has been designated to be responsible for trouble-shooting the equipment and contacting Transforming Lives Network for needed support.
24	When there is a modified program, class closure, etc., is a plan in place to continue to deliver education services and other required educational activities and is plan always implemented?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

25	Is the Assessment Office Assistant (OA) performing duties delineated in the Assessment OA duty statement?	No	The Assessment OA supervisory file did not contain a copy of the Assessment OA duty statement. Additionally the OA has been given different non assessment duties to perform.
26.	<div>Alternative Education Delivery Model (AEDM):</div> Is an approved Alternative Education Delivery Model Operational Procedure in place?	Yes	
27.	Are all of the Alternative Education Delivery Models being locally implemented at the institution in agreement with the California Correctional Peace Officers Association agreement and the institutional Operational Procedure?	Yes	
28.	Are all Alternative Education Delivery Model positions filled?	No	There is no Distance Learning teacher assigned even though OCE records designated a position for this purpose. The teacher in the Distance Learning position number is instead assigned to an Adult Basic Education III classroom.
29.	Do all Alternative Education Delivery Model faculties have the approved Alternative Education Delivery Model Duty Statement with required signatures?	No	There are no duty statements available.
30.	Are Alternative Education Delivery Model inmate enrollments/assignments being made based on eligibility criteria of the enrollments/assignment as defined in the course descriptions and guidelines?	No	There are no Alternative Education Delivery Model classes in operation.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

31.	<ul style="list-style-type: none"> Are all Alternative Education Delivery Model Programs operating as full-time programs that meet the program-wide quotas? Are all approved Alternative Education Delivery Model faculty schedules posted? 	No	There are no Alternative Education Delivery Model programs operational. A new teacher to be designates as an AEDM teacher is reporting next week.
32.	Gender Responsive Strategies: Has all education staff received Gender Responsive Strategies training provided by the Female Offender Programs (FOP) institutional administration?	N/A	
33.	Are female inmates' vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course descriptions and vocational guidelines?	N/A	
34.	Certificates of Completion or Achievement: <ul style="list-style-type: none"> Are Certificates of Vocational or Academic Life Skills Completion being issued to those students earning them and recorded on a tracking system? Are Certificates of Achievement issued to those students who exit the program before the Certification of Completion is earned? 	Yes	
35.	Executive/Supervisory Assignments: Are documented staff meetings held regularly by Principal, Academic Vice Principal (AVP), and Vocational Vice Principal (VVP)? (monthly or more)	Yes	
36.	Is the Principal a member of the Warden's Executive Staff?	Yes	
37.	Does all supervisory staff conduct and record classroom visitations and observations on a quarterly basis?	No	No records are maintained of classroom visitations.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

38.	<ul style="list-style-type: none"> Does the AVP/VVP provide documented IST and OJT? Are all probationary and annual performance evaluations currently due completed? 	No	Performance Evaluations are either non-existent or out-of-date.
39.	Are supervisors documenting contact with staff and inmates involved in the bridging program?	Yes	
40.	Are Transforming Lives Network (TLN) quarterly reports being submitted to Office of Correctional Education by the due dates of Oct. 10, January 10, April 10 and July 10?	No	The last TLN report submitted to OCE was on October 10, 2007. No quarterly report was submitted for January 10, 2007.
41.	<div>Test of Adult Basic Education (TABE):</div> <p>Is the Principal trouble shooting TABE score losses identified on the School Program Assessment Report Card (SPARC) and implementing remedial changes?</p>	No	No remedial changes have been implemented.
42.	Is there a 4.0 reading level report generated and distributed to appropriate staff?	Yes	
43.	Is a list of inmates who have a verified Learning Disability generated and distributed to appropriate staff?	No	A list of inmates who have a verified learning disability is not generated contrary to the Armstrong Remedial Plan and the CDCR Effective Communications requirements. The Principal has been given assistance by OAC/OCE staff on the process to immediately remedy this situation.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

44.	Accreditation: Has the education program been accredited by Western Association of Schools and Colleges (WASC), or has the application for accreditation been submitted to Western Association of Schools and Colleges?	Yes	The CSP-LAC Education Department has received a one-year extension by WASC to complete the accreditation process renewal by June 2008.
45.	<ul style="list-style-type: none"> Is there a continuing Western Association of Schools and Colleges process being followed by the school with the action plans being actively addressed in a timely manner? Is there a leadership team in place and do minutes substantiate regular meetings? 	Yes	
46.	Inmate Enrollment/Attendance: Do academic, vocational, Bridging Education Program, Enhanced Outpatient Program and Alternative Education Delivery Model enrollments meet the required program quotas (15:1, 27:1, 54:1, 120:1)?	No	The CSP-LAC Education Monthly Report indicates that not all classes meet the required program quotas.
47.	Has the Institution developed an eligibility list for assigning inmates to the Bridging Education Program?	Yes	
48.	Does the Principal maintain a copy of the current inmate assignment waiting list?	Yes	
49.	Is education staff attending Institution Classification Committee (ICC) meetings for input into the placement of inmates into education programs?	No	Education staff are not attending Initial Classification Committee meetings.
50.	Bridging Program: Has the teaching staff met with each inmate upon assignment to the Bridging Education Program?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

51.	Are all Bridging Education Program eligible inmates receiving an education orientation packet upon arrival to the housing unit?	No	No education orientation packets are given to the inmates when they arrive at the housing unit.
52.	<div style="border: 1px solid black; padding: 2px;">Transitional Living Network (TLN):</div> Has the Transforming Lives Network satellite dish been installed and operational?	Yes	
53	Is the Literacy Coordinator (Academic Vice-Principal) designated as the Transforming Lives Network Coordinator?	No	There is no Literacy Coordinator or a Transforming Lives Network Coordinator.
54.	Do the number of inmates being enrolled and the number completing Transforming Lives Network courses agree with the numbers reported to Office of Correctional Education?	Yes	
55.	Has Transforming Lives Network enrollment and completion data been tracked?	No	No quarterly report was submitted for January 10, 2007. Reception Center inmates have very limited access to TV.
56.	<div style="border: 1px solid black; padding: 2px;">GED Testing/High School Credit:</div> <ul style="list-style-type: none"> Is there a High School credit program and General Educational Development (GED) Testing program that follows Office of Correctional Education and State requirements? Are High School Diplomas and GED Equivalency Certificates issued to qualified inmates? 	No	There is no High School credit program that follows Office of Correctional Education and State requirements.
57.	<div style="border: 1px solid black; padding: 2px;">Inmate Education Advisory Committee:</div> Is there an Inmate Education Advisory Committee established with regularly scheduled monthly meetings?	No	There is no Inmate Education Advisory Committee established.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

58.	<div style="background-color: #e0e0e0; padding: 2px; border: 1px solid black; margin-bottom: 5px;">Education Files</div> <ul style="list-style-type: none"> Do all of the quarterly California Department of Corrections and Rehabilitation 128E and 154 or other official student school transcripts reports contain current and appropriate information that includes credits earned, course completions? Does the appropriate instructional staff sign all of the above reports? (Supervisory staff when instructional staff is not available.) Does supervisory staff (AVP/VVP) review these reports? 	No	There is no report of credits earned on any of the California Department of Corrections and Rehabilitation Form 154s examined during the compliance review.
59.	<ul style="list-style-type: none"> Are Education Files with a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation 154) transferred to Central Records when a student leaves education, transfers or paroles? Is a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation 154) (or High School Transcript) kept in the Education Office files in perpetuity? Are Education Files prepared for all assigned inmates? Are Bridging Education Program Education Files prepared for all assigned bridging students in the Reception Center and transferred to the General Population receiving institution? 	No	The files are not transferred to Central Records; rather all files are mailed as needed. No copies of the California Department of Corrections and Rehabilitation Form 154 or High School transcript are kept.
60.	<ul style="list-style-type: none"> Are there any contracted, Office of Correctional Education sponsored or special programs operating at the institution? Have teachers assigned to these programs received special/related training? 	No	No DDP Program requirements have been given the newly hired Developmental Disabilities Program (DDP) Teacher. It is recommended that the new DDP Teacher be given copies of the Clark Remedial Plan as well as copies of all other related documents. It is also recommended that the DDP Teacher attend IST/OJT CDCR ADA/DDP training as soon as possible. OCE will assist with the education DDP Program training.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

61.	Literacy: Are literacy programs available to at least 60% of the eligible prison population?	No	There is no literacy program.
62.	Is there an active Site Literacy Committee that meets and documents quarterly meetings, and is it coordinated by the Principal or an Academic Vice-Principal?	No	There is no Site Literacy Committee.
63.	Does the Site Literacy Committee discuss the Bridging Education Program as part of its quarterly meetings?	No	There is no Site Literacy Committee.
64.	Is the institution utilizing at least two alternate resources to implement literacy services for inmates?	No	There is no literacy training beyond that received in the Adult Basic Education classes.
65.	Is there an established procedure for placing students into any existing Learning Literacy (LLL) lab? (a federally or non-federally funded Computer Aided Instruction /Plato/Computer Lab)	N/A	
66.	Developmental Disability Program and Disability Placement Program Programs: If this is a Developmental Disability Program and/or a Disability Placement Program site, does the principal have the required documentation that demonstrates adherence to the Court Remedial Plans and California Department of Corrections and Rehabilitation/Office of Correctional Education policies?	Yes	It is recommended that the Principal provide copies of all DDP related information in his possession to the new DDP Teacher.
67.	ESTELLE/Behavior Modification Programs: Is documentation available regarding the original operational intent/concept of the Estelle/Behavior Modification Unit Program and are there actual implementations of the program/programs?	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

68.	Is there an Estelle/Behavior Modification Unit Program monitoring and tracking process in place to record student progress through achievement/progress, data collection, instructional methods, and curriculum?	N/A	
69.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment </div> Is there an approved Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operational Procedure (OP)?	No	There is an Operational Procedure that has been written and rewritten several times but it has never been approved by COMPAS headquarters staff or the OCE Superintendent.
70.	Are all Recidivism and Reduction Strategy (RRS) assessment positions filled?	Yes	But the position numbers are incorrectly assigned. It is recommended that positions numbers be properly aligned with OCE field staff position roster.
71.	Are all other designated assessment positions filled? Is there a designated supervisor over the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program?	Yes	
72.	Do all designated assessment staff have an individual Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) log-on code? Is the security of the code maintained?	Yes	
73.	Does the assessment staff maintain appropriate security of laptop and/or stand-alone computers utilized for the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

74.	Recidivism Reduction Strategies: <ul style="list-style-type: none"> Is there a Recidivism Reduction Strategies expenditure tracking log maintained by the Principal for the purposes of identifying equipment or materials purchase or provided to the institution for assessments as identified in the Recidivism Reduction Strategies Budget Change Proposal (BCP)? Are inventories of Recidivism Reduction Strategies equipment maintained and current? 	No	The RRS EOP, RRS Physical Education Special Population and RRS Library expenditures are not appropriately tracked.
75.	Recidivism Reduction Strategies Enhanced Outpatient Program: <p>Are all Enhanced Outpatient Program staff hired and in place?</p>	Yes	
76.	Does the Principal (via the Academic Vice Principal) supervise the Enhanced Outpatient Program Teacher(s) in accordance with California Department of Corrections and Rehabilitation policy?	Yes	
77.	Have the Enhanced Outpatient Program Teacher(s) received training in performing the required duties as described in the Enhanced Outpatient Program Duty Statement?	No	The teacher needs to be trained on duties outlined in the duty statement as well as RRS EOP expected outcome measures.
78.	Multi-Agency Re-entry Program (SB 618): <p>Has the institution interviewed and hired for the Prison Case Manager positions as members of the Multi-Disciplinary team?</p>	N/A	
79.	Are the four vocational programs referenced in Senate Bill 618 in place at the institution?	N/A	
80.	Has a documentation process been established to monitor inmate contact time as well as inmate growth and completion of program?	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

81.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Vocational-Recidivism Reduction Strategies</div> <p>Are all original vocational Recidivism Reduction Strategies (RRS) teacher positions filled and are all classrooms operating?</p>	N/A	
82.	<p>Are all Recidivism Reduction Strategies vocational classes at full enrollment?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

NO.	INSTITUTION: CSP, LAC DATE: March 12-21, 2008 COMPLIANCE TEAM: John Jackson; Beverly Penland	YES/NO or N/A	COMMENTS
1.	Student Job Descriptions:	Yes	
	Are all of the inmate students' job descriptions accurate, complete, signed, and available?		
2.	Student Records/Achievements:	Yes	
	Do all the of classroom files reflect TABE scores that are being administered according to the quarterly testing matrix and that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan criteria and Office of Correctional Education TABE testing requirements?		
3.	Are all of the California Department of Corrections and Rehabilitation 128-E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	Yes	
4.	Is 100% of the California Department of Corrections and Rehabilitation curriculum recording system in-use, accurate, and current?	Yes	
5.	Do 100% of the Permanent Class Record Cards (California Department of Corrections and Rehabilitation-151 form) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time for 4-10 programs for traditional classes?	Yes	
6.	Are Certificates of Completion or Achievement being issued to those students earning them?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

7.	<div style="border: 1px solid black; padding: 2px;">Instructional Expectations:</div> <p>Do all of the academic education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation approved curriculum?</p>	Yes	
8	<p>Are the required and/or elective credits in the academic subject being taught issued to inmates and recorded on the transcript?</p>	No	<p>The teacher did not know that he could give elective credits. He also did not know that OCE has a high school diploma program.</p>
9.	<p>Do all of the academic education classes have course outlines that agree with the California Department of Corrections and Rehabilitation approved curriculum?</p>	No	<p>Some of the teachers did not have lesson plans.</p>
10.	<div style="border: 1px solid black; padding: 2px;">Bridging Education Program Instructional Expectations:</div> <p>Is each teacher utilizing the established curriculum for Bridging Education Program and does each teacher has a copy of the curriculum?</p>	Yes	
11.	<p>Are the TABE and Comprehensive Adult Student Assessment System (CASAS) being Administered to Bridging Students? Are other assessments being used to assess the inmate job skills?</p>	No	<p>None of the teachers had their TABE test scores on file. Yet, there was clear evidence that the students were being tested. It appears as if there is a breakdown in the TABE chronological report distribution. The teachers are not receiving their copy.</p>
12.	<p>Does Bridging Education Program teacher utilize the proper Permanent Class Record Card (California Department of Corrections and Rehabilitation Form 151) that is up to date and accurate?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

13.	Has the Bridging Education Program teacher developed a written weekly schedule to include student programs and contacts?	Yes	
14.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">TABE Testing Coordinator:</div> Are gain/loss reports (School Progress Assessment Report Card) and the TABE sub-test reports reviewed/shared with the education supervisors?	Yes	
15.	Does the TABE Coordinator and at least two others have access to a California Department of Corrections and Rehabilitation email address and user account?	Yes	
16.	Does the TABE Coordinator have the most recent TABE database (within a week)?	No	The only internet/intranet connection is in an area used by the COMPAS teachers and a laptop is used to provide internet/intranet access. The TABE Coordinator does not have a key to that area and must depend on someone to let her into the area. Once entry is gained into the area, laptop must be available to connect to down/upload data, which is then transferred to the TABE computer.
17.	Are TABE testing protocols signed by current staff?	No	Could not locate a copy of the testing protocols and the current staff was unaware of the testing protocols and has not signed them.
18.	Are the TABE testing materials secured in a locked cabinet (mandatory standards)?	No	The test books are in several locations throughout the institution, however, it was stated the testing materials are secured in locked cabinets. An approval from OCE is need if the mandatory standards are not adhered to or can not be met.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

19.	Is a master inventory of TABE test booklets and answer sheets maintained by the testing coordinator?	No	There was no master inventory of test books or answer sheets, but the Test Coordinator has a manual system to account for books checked out and back in for testing. Also indicated there was a check out and in system for test materials at the satellite areas on each yard. A master inventory needs to be created and all test books and answer sheets accounted for.
20.	Is the TABE binder current and up-to-date with memos, purchase orders and instructions?	No	There was a binder from the previous TABE Coordinator. It was not current and was missing several memos, etc. The TABE coordinator was assigned several months ago and seems to have received little or no training on the expectations or requirements for this assignment. Recently the Office of Correctional Education provided her training on the database and reference handbook, which she indicated was very helpful. She appears to be a very motivated and needs support in meeting guidelines and requirements.
21.	Is the TABE locator being used when needed to determine which level appropriate TABE test to administer?	Yes	
22.	<div style="border: 1px solid black; padding: 2px;">Teacher-TABE Testing</div> <p>Are teachers testing within 10 days of the student's initial entry into the classroom, as well as quarterly testing based on the TABE matrix?</p>	Yes	
23.	Are the TABE tests administered according to the testing matrix?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

24.	Is the TABE locator being used when needed to determine which level appropriate TABE test to administer?	No	The teacher stated that he did not use the TABE locator.
25.	Are teachers using TABE pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	Yes	
26.	Are teachers using the TABE pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting TABE score losses in their classes?	Yes	
27.	Are current TABE subtests placed in student's file?	Yes	
28.	<div>Alternative Education Delivery Model:</div> Are Alternative Education Delivery Model Open Line schedules with dates and times posted in public areas for inmate access to educational services during off work hours?	No	The AEDM has not been implemented.
29.	Are the Television Specialist and Distance Learning Study Teacher developing a Distance Learning Study Channel schedule of courses, with dates and times, posted in public areas for inmates to review and complete their assignments?	No	The TV Specialist position is vacant.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

30.	Does the Television Specialist plan, supplement and implement electronic educational coursework with the Distance Learning Study teacher, utilizing Transforming Lives Network and airing educational programs such as Kentucky Educational TV General Education Development series on a weekly basis?	No	The required TV Specialist activities are not occurring because the TV position is vacant.
31.	Are teachers awarding inmates certificates for achievement/completion in Alternative Education Delivery Model programs?	No	Teachers are not awarding inmates certificates for achievement/completion in Alternative Education Delivery Model (AEDM) programs because the AEDM is not appropriately activated.
32.	Do all of the Education/Independent Study classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	No	The Education/Independent Study classes do not have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum because the AEDM is not appropriately activated.
33.	Do all of the Education/Work Program classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	No	The Education/Work Program classes do not have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum because the AEDM is not appropriately activated.
34.	Do all of the Distance Learning classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	No	The Distance Learning classes do not have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum because the AEDM is not appropriately activated.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

35.	Do all of the Independent Study classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	No	The Independent Study classes do not have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum because the AEDM is not appropriately activated.
36.	<ul style="list-style-type: none"> Are teachers testing inmates within ten days of being enrolled or assigned to Alternative Education Delivery Model program? Are the inmates' TABE subtest results analyzed by the teacher for appropriate Alternative Education Delivery Model lesson/class placement? 	No	The AEDM is not activated.
37.	<ul style="list-style-type: none"> Is the Alternative Education Delivery Model current enrolled/assigned inmate roster consistently kept updated? Is it given to the Vice-Principal and Principal on at least a weekly basis? 	No	The AEDM is not activated.
38.	Are students' gains being recorded and tracked?	No	None of the students are being tracked.
39.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> <p>Do all of the academic life skills classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies (GRS) approved curriculum, i.e.? Women's Conflict and Anger Lifelong Management (W-CALM) (Feb. 2007), Women's Health (July 2007), Women's Parenting (January 2008) Women's Victims (July 2008)?</p>	N/A	CSP-LAC does not house females.
40.	Do all of the academic life skills classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	N/A	CSP-LAC does not house females.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

41.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">ESTELLE and Behavior Modification Unit (BMU) programs:</div> <p>Is there an effective system in place to track monthly attendance, reporting, and evaluation of assigned inmates, their performance; and participation that allows you to provide a clear over-all rating of progress of each student in the Behavior Modification Unit/ESTELLE program?</p>	N/A	CSP-LAC is not an Estelle or BMU program site
42.	<p>Is there a tracking and evaluation process to determine inmate progress on the Behavior Modification Unit curriculum competencies including Conflict and Anger Lifelong Management and are you providing documentation to Unit Classification Committee every 30 days detailing how the inmates assigned to the Behavior Modification Unit program are performing?</p>	N/A	CSP-LAC is not an Estelle or BMU program site
43.	<ul style="list-style-type: none"> • Do ESTELLE students have access to computers as required in the framework of the program for training? • Does the teacher have TABE scores on all of the students in the program? 	N/A	CSP-LAC is not an Estelle or BMU program site
44.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment:</div> <p>Are assessment teachers conducting assessments on eligible inmates as defined by the current Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Operations Manual?</p>	Yes	
45.	<p>Does assessment staff utilize the current standardized Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Tracking Form?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

46.	Are the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) questionnaires shredded daily in accordance with confidential document procedure?	No	They are not trashed and shredded later. The COMPAS teachers stated that they needed a shredder.
47.	Are assessment interviews conducted in a semi-private environment?	Yes	
48.	Is appropriate assistance provided to inmates during participation in the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) assessment interview in accordance with departmental policies regarding Effective Communication, the Clark Remedial Plan, and Armstrong mandates?	Yes	
49.	<div style="border: 1px solid black; padding: 2px;">Security and Order:</div> Are personal alarms issued to teachers and do they wear whistles and the personal alarms?	Yes	
50.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
51.	<div style="border: 1px solid black; padding: 2px;">Pre-Release</div> Does the Pre-Release curriculum contain Life Skills; Communication Skills; Attitude and Self-Esteem; Money Management; Community Resources; Job Application Training; Department of Motor Vehicles Practice Test; and Parole Services?	Yes	However, the Pre-Release materials are being handed out as packages throughout CSP-LAC and the Pre-Release program is not in a traditional classroom.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

52.	Do all of the Pre Release lesson plans contain the objective, handouts, and methods for student evaluation?	No	All of the Pre Release lesson plans do not contain the objective, handouts, and methods for student evaluation. The Pre-Release teacher does not have students assigned to him. He does he have a classroom from which he runs this Pre-Release package program.
53.	Is the Pre-Release teacher receiving appropriate institutional and Parole and Community Services Division (P&CSD) staff support?	No	He stated that he was working with a Parole Agent I at LAC. The inmates who are receiving the packets are not being provided lectured or current printed information on available community services and parole support services.
54.	Is the Pre-Release curriculum recording system in-use, accurate, and current and are copies of monthly records maintained?	No	The teacher does not have any students assigned to him. Therefore, he does not maintain student files as required by OCE policies and procedures.
55.	Does the Pre-Release instructor use a variety of teaching methodologies and allow for differentiation of instruction to meet individual learners' needs?	No	There is no in class time with the inmates; they are receiving packets from the teacher.
56.	Is the Pre-Release class a full-time program (4 days/8.5, 5 days 6.5 hours)? If no, is there an exemption on file?	No	There is no students assigned to the Pre-Release class; no PCR cards are kept.
57.	Are all of California Department of Corrections and Rehabilitation 128-E's, completion chronological reports and classroom records current and accurate and reflecting a full quota student enrollment?	No	No CDCR 128E's are developed; and no student folder are maintained.
58.	Does the Pre-release Teacher use the Framework for Breaking Barriers?	No	Again the Pre-Release instructor does not provide any in class instructions.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

59.	Does the Pre-release teacher provide the Office of Correctional Education with monthly Pre-release reports on time and maintain copies of those Monthly Pre-release reports?	No	Since no students are assigned to the Pre-Release class; no records are kept and no Pre-Release report is sent to OCE.
60.	<div data-bbox="151 472 914 546" style="background-color: #e0e0e0; padding: 2px;">Recidivism Reduction Strategies Enhanced Outpatient Program Program:</div> <p>Is the Enhanced Outpatient Program Teacher a participating member of the Interdisciplinary Treatment Team (IDTT) meetings?</p>	No	While the program is receiving very good support from mental health staff, the teacher is not part of the Mental Health IDTT in violation of the RRS Legislative BCP funding parameters, EOP Teacher Duty Statement and OCE EOP Program requirements. The Chief Psychologist must work with the teacher to ensure the teacher participates in the IDTT and that the EOP teacher has commanding input as to those EOP inmates that are to attend education sessions. This cooperative effort is necessary because while the mental health staff determine when the medication is stabilized and ensures that the cognitive ability is no longer impairing the inmate from learning basic skills in reading, math, and language, the teacher is tasked with prioritizing who she serves and the length of time based on individual need as recorded on the Individualized Treatment and Education Plan (ITEP). The IDTT attendance by the teacher can be limited to reviews of EOP inmates being considered to be placed in the education sessions. The teacher is tasked with working one on one, small groups or large groups of no more than 15 total inmates depending on the educational activity needed by the inmate on the ITEP.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

61.	Is there a current roster of Enhanced Outpatient Program inmates determined eligible by Interdisciplinary Treatment Team (IDTT) and the Enhanced Outpatient Program teacher to receive education services?	Yes	Developed and determined without input from the EOP teacher.
62.	Is the required student assessment for development of the Individualized Treatment and Education Plan completed in accordance with the Enhanced Outpatient Program assessment guidelines timelines?	Yes	There has been difficulty in receiving the TABE and CASAS test scores in order to complete the ITEP for the inmate within the time frames. The teacher starts providing education services before receiving the assessment scores.
63.	Is there documentation of the education services provided to Enhanced Outpatient Program inmates?	Yes	The teacher keep records on what the inmates are working on and the time spent on tasks.
64.	<div style="border: 1px solid black; padding: 2px;">Transforming Lives Network Program:</div> Are alternate modalities available for use within the housing units for the distant learning program? For example, video, Transitional Living Network, institutional television, visual worksheets, etc.?	No	There is no AEDM or TV Specialist in place.
65.	Is the television specialist recording Transforming Lives Network broadcasting and archiving copies for re-broadcast and individual teacher access?	No	There is no TV Specialist in place. No other staff performing this activity.
66.	Is the television specialist setting up a broadcast schedule for the school and distributing that schedule to the school faculty?	No	There is no TV Specialist in place. No other staff performing this activity.
67.	Are school faculty members given the opportunity to provide input into the broadcast schedule?	No	There is no TV Specialist in place. No other staff performing this activity.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

68.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recreation/Physical Education (P.E.):</div> <p>Is there a current and comprehensive activity schedule for the Recreation and/or Physical Education Program?</p>	Yes	
69.	<p>Does the Physical Education teacher follow the California Department of Corrections and Rehabilitation approved selection process for movies?</p>	Yes	
70.	<p>Does the Physical Education teacher have sign-up sheets, team rosters, or other evidence of inmate participation in sports and health education activities?</p>	Yes	
71.	<p>Is California Department of Corrections and Rehabilitation-approved State frameworks curriculum being used and are course outlines present?</p>	yes	
72.	<p>Are health education, physical fitness training and recreational activities being provided to the Special Needs populations?</p>	Yes	
73.	<p>Does the Physical Education teacher have a system in place to ensure accountability for state property including sports equipment, clothing and supplies?</p>	Yes	
74.	<p>Are there sufficient supplies, such as board games and sports equipment, to ensure a viable Physical Education program?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

75.	Are time-keeping records (California Department of Corrections and Rehabilitation Form 1697) on inmates assigned to work for the Physical Education teacher being kept?	Yes	However, the time-keeping records (California Department of Corrections and Rehabilitation Form 1697) on inmates assigned to work for the Physical Education teacher being kept by the LAC Recreation Officer.
76.	<div> Recidivism Reduction Strategies (Physical Education): </div> Are health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)?	No	No supporting evidence found that verifies that health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)
77.	Have the funds for the Recidivism Reduction Strategies funds for the geriatric population been expended for the geriatric population?	NO	No supporting documentation was found that verifies that the funds for the Recidivism Reduction Strategies funds for the geriatric population been expended for the geriatric population. The PE Teacher reports that she was not allowed to spend the funds.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

NO.	INSTITUTION: CSP, LAC DATE: March 12-21, 2008 COMPLIANCE TEAM: Beverly Penland	YES/NO N/A	COMMENTS
1.	Student Job Description:	Yes	
	Are all of the inmate students' job descriptions accurate, complete, signed, and available?		
2.	Student Records/Achievements:	No	The Office Services and Related Technology (OSRT) class has current test scores and had just retested students who needed a post. The two other programs reviewed did not have current TABE scores. There seems to be a disconnect as when to test, who tests, getting test materials, etc.
	Do all of classroom files reflect TABE scores that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan and Office of Correctional Education TABE testing criteria?		
3.	Are all of the California Department of Corrections and Rehabilitation 128-E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	Yes	
4.	Is the curriculum recording system in-use, accurate, and current?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

5.	Does the Permanent Class Record Card (California Department of Corrections and Rehabilitation Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time (on full days) for 4-10 programs?	No	The OSRT teacher reflects the time students arrive and leave. She gives "S" time when appropriate. Inmates often arrive up to an hour late due to a variety of reasons. The reasons include inmates returning to the housing unit before going to the classroom after they are released from the housing unit; inmates with institutional job assignments are released before those assigned to education; delays in feeding, etc. Due to those reasons, students are unable to receive the minimum student contact time.
6.	Are elective credits in the designated vocational subject being issued to inmates and recorded on the transcript?	No	The teachers were not aware that they could issue elective credits. They were very excited about being able to give them to their students.
7.	Are Trade/Industry Certifications being issued and recorded to those students earning them?	No	The OSRT teacher has received certification for Microsoft. The test computer is not setup or loaded with the Microsoft test software. The test computer was redirected for student use due to two students computers being non operational.
8.	Are Certificates of Completion or Achievement being issued and recorded for those students earning them?	Yes	
9.	<div style="border: 1px solid black; padding: 2px;">Instructional Expectations:</div> Do all of the vocational education classes have course outlines that agree with the California Department of Corrections and Rehabilitation curriculum?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

10.	Do all of the vocational education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation curriculum?	Yes	
11.	Have the Literacy Implementation Plan sections (applicable to Vocational Education) been incorporated through a core set of literacy materials into the instructional plan and do lesson plans verify this?	Yes	
12.	Are Vocational Instructors conducting and documenting at least 4 hours of approved related formal classroom training each week for all inmate students?	Yes	
13.	Are all of the vocational programs that have a nationally recognized certification programs participating in that program?	No	The OSRT teacher is not yet certified for Microsoft. The test computer is not setup or loaded with the Microsoft test software.
14.	<div style="border: 1px solid black; padding: 2px;">Recidivism Reduction Strategies:</div> Is the Recidivism Reduction Strategies program instruction issuing trade certifications and/or National Center for Construction Education and Research (NCCER) certifications?	Yes	The Mill & Cabinet vocational teacher has filed for NCCER certification for Mill & Cabinet students.
15.	<div style="border: 1px solid black; padding: 2px;">National Center for Construction Education and Research:</div> Is all the National Center for Construction Education and Research (NCCER) accreditation guidelines for Standardized Training being used?	Yes	
16.	Are the Building Construction Trades using the Contren Learning Series text books as the primary classroom text book?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

17.	Do all of the National Center for Construction Education and Research instructors have the resources needed to effectively teach the related trades?	No	<p>The Mill & Cabinet program has a panel saw that has not been installed for the past three years. A horizontal boring machine and a balloon sander that have not been installed since they were received over two years ago. All pieces of equipment are part of the curriculum and are necessary for the training of this trade.</p> <p>The plumbing class needs wood, nails, etc. to build the frameworks needed to provide training on installing plumbing, etc. and to provide trade training. Also, need a cage to store all the plumbing supplies needed for training inmates in the trade.</p>
18.	Are all of the building trade instructors currently National Center for Construction Education and Research Certified Instructors and have attended the Instructor Certification Training Program (ICTP)?	Yes	
19.	Are all of the craft instructors maintaining and conducting record keeping as outlined in the National Center for Construction Education and Research Accreditation Guidelines?	Yes	
20.	Are all of the instructors maintaining the confidentiality and maintain restricted access to inmate social security numbers used on the National Center for Construction Education and Research Form 200's?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

21.	Are all of the written National Center for Construction Education and Research tests, National Center for Construction Education and Research test CD-ROMs and National Center for Construction Education and Research answer keys maintained in a secure locked location with an inventory of the tests on hand?	Yes	
22.	Are all of the students evaluated based on a 70% minimum passing score on National Center for Construction Education and Research written examinations?	Yes	
23.	Are those students that fail a National Center for Construction Education and Research written test or practical exam required to wait a minimum of 48 hours prior to being retested?	Yes	
24.	Are 90% or more of the students completing the first six National Center for Construction Education and Research CORE Modules prior to starting the Level 1 for the trade?	Yes	
25.	Are all National Center for Construction Education and Research performance evaluations conducted for each module and a record of the Performance Profile Sheet maintained?	Yes	
26.	Upon successful completion of the National Center for Construction Education and Research written and performance evaluation, is the instructor documenting and submitting the Form 200 to the Unit Training Representative (UTR) for signature and forwarding to Office of Correctional Education?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

27.	Are all of the instructors accepting National Center for Construction Education and Research Modules and Completion Certifications issued prior to students being assigned to the vocational class?	Yes	
28.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px; margin-bottom: 5px;">TABE (TABE) Testing</div> Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the TABE matrix?	No	Most teachers did not have TABE scores for their students. However, the OSRT teacher has current test scores in the files reviewed.
29.	Are the TABE tests administered according to the testing matrix?	No	Did not find current TABE scores in most files reviewed except in the OSRT class, which was current. Most did not what the TABE testing matrix was.
30.	Is the TABE locator being used when needed to determine which level appropriate TABE test to administer?	No	One teacher did not know what the TABE Locator Test was and has never used it. The other teachers were aware of it and its use.
31.	Are teachers using TABE pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	No	There are teachers who have not TABE tested their students. The teachers who have not tested their students do not have a copy of the TABE subtest and have not discussed them or its results with their students.
32.	Are teachers using the TABE test results as a diagnostic tool for individualized instruction and trouble shooting TABE score losses in their classes?	No	Teachers who have not or were not testing their students did not have subtests.
33.	Are current TABE subtests placed in student's file?	No	TABE subtests were not found in most files

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

34.	Gender Responsive Strategies: Do all or more of the Gender Responsive Strategies (GRS) vocational classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum, i.e. Cosmetology, Mill & Cabinet, Cable Technician, etc.?	N/A	
35.	Do all or more of the vocational classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	N/A	
36.	Security and Order: Are personal alarms issued by institution to instructors and do they wear a whistle and the personal alarms?	No	The teacher in Minimum Facility is not issued an alarm. His classroom is also in a bind area.
37.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
38.	Is there an Inmate Safety Committee that conducts and records weekly safety inspections?	Yes	
39.	Are safety meetings being held and documented?	Yes	
40.	Trade Advisory Committee: Does the instructor have a documented, Trade Advisory Committee that meets at least quarterly?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

41.	<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">Job Market Analysis:</div> <p>Is a current Employment Development Department Job Market Analysis and/or institutional Job Market Survey on file?</p>	Yes	
42.	<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">Apprenticeship:</div> <p>Is there an active Apprenticeship Training Program?</p>	N/A	
43.	<p>If yes, do inmates meet apprenticeship requirements and receive pay?</p>	N/A	
44.	<p>Does the instructor have a documented active Joint Apprenticeship Committee that meets at least quarterly within the institution?</p>	N/A	
45.	<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">Employee and Community Services Programs.</div> <p>If vocational education programs are participating in Employee Services Programs, are they meeting Department Operation Manual and Penal Code requirements?</p>	N/A	
46.	<p>If vocational education programs are participating in community service projects, are they meeting Department Operation Manual requirements?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

NO	INSTITUTION: CSP, LAC DATE: March 12-21, 2008 COMPLIANCE TEAM: Raul Romero	YES/NO or N/A	COMMENTS
1.	Library Staffing: <ul style="list-style-type: none"> Does the Principal, Academic Vice-Principal, or Vocational Vice-Principal supervise the library staff? Does the Senior Librarian implement/plan the library program? 	Yes	The Principal is currently directly supervising the Senior Librarian.
2.	Department Operation Manual and Department Operation Manual Supplement: <ul style="list-style-type: none"> Is the current Department Operation Manual, Section 53060 available in main library (ies) and satellite library (ies)? Is there a Department Operation Manual library supplement that is brief, and contains no new policies and/or regulations unless they are court-ordered and does the Department Operation Manual supplement reflect the current, actual local library program? 	Yes	New most current DOM and Title 15 are available.
3.	General Population (GP) Access Hours: <ul style="list-style-type: none"> Are library hours of operation posted where General Population inmates can see them, and do General Population inmates have access to the library during off work hours? Do General Population inmates have regular access to non-legal library services? 	Yes	Access to the General population is available.
4.	General Population Law Library Documentation: <ul style="list-style-type: none"> Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use? Is there a list showing inmates who request legal access, and those who received access? 	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

5.	Restricted Housing Status Inmate Access: <ul style="list-style-type: none"> • If there are Restricted Housing inmates in the institution, is there a Department Operation Manual supplement relating to their use of the library? • Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request? 	Yes	There is heavy demand for library services in the Administrative Segregation Unit. The Administrative Segregation Unit appears to need a full time LTA. There are two library staff members out leaving a staffing void that needs to be addressed as soon as possible. It is recommended that OCE assist in the Principal and Senior Librarian in seeking ways to fill the void.
6.	Restricted Housing Status Non-Legal Library Services: <p>Do Restricted Housing inmates receive general library services?</p>	Yes	Appropriate accountability logs are maintained for all restricted housing services.
7.	Library Expenditures: <ul style="list-style-type: none"> • Are library funds spent for magazines/newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees? • If other items are purchased, are they for library use? 	Yes	There are new purchasing protocols that have resulted in delay of some purchases.
8.	Inmate Welfare Funds (IWF) Expenditure: <p>Are Inmate Welfare Funds used to purchase newspapers, magazines, and paperback fiction books, etc.?</p>	Yes	The Senior Librarian monitors purchases to ensure they are processed.
9.	Law Library Expenditure: <ul style="list-style-type: none"> • Does the Senior Librarian understand the process associated with receiving the mandated law discs/books through the warehouse or mail room? • Are the Stock Received Reports completed and submitted to the Regional Accounting Office? 	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

10.	<ul style="list-style-type: none"> Are all received mandated law books and discs made available to inmates in a timely manner? Are the discs timely loaded on the Law Library Electronic Data System computer? Are the law books shelved promptly? 	Yes	
11.	<ul style="list-style-type: none"> Are law library discs checked in by the Associate Information Specialist Analyst? If not, who checks them? 	Yes	The Senior Librarian checks the law library disks and completes the Stock Received Report.
12.	Does the librarian know what steps to take if a mandated law library book or disc is not received when it should be?	Yes	
13.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - Quality, Part I:</div> <ul style="list-style-type: none"> Within the entire institution's libraries, is there at least one encyclopedia with a copyright date within the last five (5) years and one unabridged dictionary (no older than 5 years); Does the library program have at least three directories relevant to the questions asked by the population served? 	No	The unabridged dictionary is over 5 years old.
14.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - Quality, Part II:</div> <p>Does each library in the institution have a current world almanac, an atlas that is no more than three (3) years old, an English language dictionary that is no more than five (5) years old, and a Spanish and English dictionary that is no more than ten (10) years old?</p>	Yes	
15.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - Quality, Part III:</div> <ul style="list-style-type: none"> Does each library regularly inspect the physical condition of their books? Does the library program have a book repair procedure 	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

16.	Library Book Stock - Quality, Educational Support, Literacy, Multi-Ethnicity: Does each library in the institution have at least one (1) textbook and two (2) supplemental titles which have copyright dates not more than ten (10) years old representing each vocational and academic program in the institution, a minimum of 100 titles representing high interest/low level reading books, a minimum of 250 multi-ethnic titles, including but not limited to Black American, Asian-American, Hispanic-American (inc. Spanish language) and Native American materials?	Yes	
17.	Library Book Stock - User Orientation: <ul style="list-style-type: none"> • Are book collections designed to meet the needs and interests of the inmate population served? • Does the librarian regularly meet with an inmate library advisory group, and does the library maintain a suggestion box? 	Yes	The Senior Librarian works with the Men's Advisory Council (MAC) as library issues are placed on the MAC agenda. The last MAC Agenda with library items is dated March 8, 2008.
18.	Library Book Stock - Quantity: (Department Operation Manual Book Aug) <ul style="list-style-type: none"> • Does the current library collection contain the number of fiction and nonfiction books mandated by California Department of Corrections and Rehabilitation? • Does this include any new books purchased through Recidivism Reduction Strategies (RRS) funding? 	No	The books purchased through RRS funds are available to inmates. There is a high demand for fiction and nonfiction books but not enough funds to purchase new books. Used donated books constitute a large number of books going to inmates. Due to the new reception center mission, book loss is a greater risk as inmates move in and out of the reception center.
19.	Have all books purchased through the Recidivism Reduction Strategies funds been received, shelved, and inmate use tracked?	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

20.	Book Access: <ul style="list-style-type: none"> Is there a card catalog or equivalent system that inmates can use to find a book by title, author, or subject matter? Can inmates request books that are not in the library collection? 	Yes	Senior Librarian is seeking new technology for processing books. It is recommended that the OCE Principal Librarian assist the LAC Senior Librarian in obtaining funds to purchase such technology.
21.	Circulation: <p>Is there an adequate library book checkout system in place and an adequate overdue system in use?</p>	Yes	Senior Librarian is seeking new technology for a check out system. It is recommended that the OCE Principal Librarian assist the LAC Senior Librarian in obtaining funds to purchase such technology.
22.	Mandated Law Library/California Code of Regulations, Department Operation Manual <ul style="list-style-type: none"> Are the Gilmore v. Lynch mandated law books up to date? Does the library collection have the most current California Code of Regulations/Title 15 in English and Spanish? Is there a method of displaying proposed and actual revisions of California Code of Regulations/Title 15 for the inmate population, and does each library have a complete up-to-date Department Operation Manual? Are all the Law Library Electronic Data System computers up-to-date and operating in each library? 	Yes	<p>LAC has additional backup LLDS computers and has one in the Administrative Segregation Unit. However, there needs to be an electrical plug added to run it.</p> <p>It is not operable that the additional electrical plug be added as soon as possible to make the LLDS system usable. There is no major electrical work needed and there is not undue power use beyond existing capacity.</p>
23.	Law Library - American Disability Act (ADA): <p>Are American Disability Act mandatory postings present in the library?</p>	Yes	There has been an increase in required postings as the RC conversion grows and medical/mental health staff and cases increase.
24.	Circulating Law Library: <p>Is a procedure for accessing the Circulating Law Library in place?</p>	N/A	Circulating law library services are no longer available through out CDCR law libraries.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

25.	Court Deadlines: Are court deadlines verified, and is there documentation that inmates with established court deadlines have priority access to the library?	Yes	
26.	Law Library Forms and Supplies: Do inmates have access to court required forms; are required legal supplies adequate and available; are procedures to distribute forms and supplies appropriate; and do all law libraries follow the same law library procedures?	Yes	
27.	General Library Forms and Supplies: Are adequate supplies available to process library materials, and are there standardized forms for library procedures that are used by all the libraries in the institution?	Yes	
28.	Inmate Clerk Training: <ul style="list-style-type: none"> Do inmate library/law library clerks receive documented training? Are training records maintained for each inmate employee? Do inmate clerks receive training on a regular basis in law library and general library processes? 	Yes	
29.	Security and Order: <ul style="list-style-type: none"> Are personal alarms issued by institution to library staff; does library staff wear a whistle and the issued personal alarms? Are exits clearly marked and evacuation plans posted in accordance with the institution's emergency evacuation plan? 	Yes	

COMPLIANCE REVIEW FINDINGS FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: CSP, LAC DATE: March 10-11, 2008 COMPLIANCE TEAM: Mark Lechich	YES/NO or NA	COMMENTS
Duty Statement / Job Description / Credentials			
1.	Do you have a current duty statement on file (within one year)?	No	The Literacy Lab has not functioned the past six years.
2.	Do you have a valid credential on file?	No	
Security / Order			
3.	Are personal alarms issued by the institution to teaching staff, and worn?	No	
4.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	No	
Supervisory / Support			
5.	Do you receive support from your supervisor and other educational staff?	No	
6.	Does the Vice Principal visit/observe your class? Does the Principal visit /observe your class? Do you maintain a sign-in log?	No	
Inmate Enrollment			
7.	Do you maintain a minimum enrollment of 27 students?	No	
8.	Do students receive direct/group instruction?	No	
9.	Is the Literacy Learning Lab a "self contained" program?	No	
Student Records / Testing Achievements			
10.	Do you verify non-GED or HS graduation of the student?	No	
11.	Do you start a student record file upon the student entering the Literacy Learning Lab program?	No	
12.	Does each student have a current TABE score? <i>If not, do you refer the student for testing?</i>	No	
13.	Do you assess student's basic skill level? <i>Describe</i>	No	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: CSP, LAC DATE: March 10-11, 2008 COMPLIANCE TEAM: Mark Lechich	YES/NO or NA	COMMENTS
14.	Are at least 90% of the CDC-128E's, classroom records and accountability documents current, accurate and secured?	No	
15.	Are the Student Files current (incl. TABE and any assessment scores)? Review	No	
16.	Is there a current Student Job Description on file?	No	
Instructional Expectations			
17.	Do you use the approved CDCR Competency Based ABE curriculum?	No	
18.	Use of differentiated instructional methods? Describe	No	
19.	Do students track their own progress?	No	
20.	Do the students receive computer orientation? Is there continuous training? Describe	No	
21.	Do you maintain course outlines and lesson plans? Review files	No	
22.	Do you use alternative assessment instruments (besides the required TABE), to determine a student's instructional plan? Describe	No	
23.	Do students spend an average of six months of instructional time enrolled in the program?	No	
Other Services			
24.	Do you refer students to other services, i.e. medical? Describe the process.	No	
25.	Do you provide the students career-related information?	No	
26.	Do you have student aides? If so, how many and how are they used?	No	
27.	Have you participated in conferences, workshops and seminars from July 1, 2007– December 31, 2008? If so, provide a list.	No	
Expenses			
28.	Are spending levels appropriate for material purchases and training to support program needs?	No	
Equipment			

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: CSP, LAC DATE: March 10-11, 2008 COMPLIANCE TEAM: Mark Lechich	YES/NO or NA	COMMENTS
29.	Do you maintain a complete and current inventory of equipment? Is equipment tagged with a Workforce Investment Act property tag? Conduct an inventory.	No	
30.	Is your software appropriately maintained by PLATO's technical field staff?	No	
31.	Do you register all new software purchases with the AISA?	No	
Committees / Meetings			
32.	How often do you meet with the referral teacher for consultation on a student?	No	
CASAS/TOPSprou Management Information System (MIS) Coordinator			
33.	Have you been trained in the area of California Accountability and the TOPSprou Management Information System to appropriately perform your duties as a CASAS Coordinator? When was the date of the last training? Dates of last trainings	Yes	Ms. Fox is the CASAS Coordinator. She has been trained in the TOPSprou Management Information System. The last training was in October, 2005.
34.	Do you have an adequate amount of CASAS testing materials to implement CASAS? Explain the CASAS testing procedures at your institution.	Yes	Adequate amount of testing materials. The teachers or supervisors pick-up testing materials in the Testing Office. Sign-Out/Sign-In Sheet system.
35.	Are the CASAS testing materials appropriately inventoried and secured?	Yes	Locked in cabinets in secured office. <u>See Findings below.</u>
36.	Are you using the latest version of the TOPSprou Management Information System software?	Yes	TOPSprou version 4.6 Build 69. The TOPSprou software is current.
37.	Is the hardware equipment (Scantron machine) and software (TOPSprou Management Information System) used to implement CASAS appropriately maintained?	Yes	Computer and scanner work well.
38.	Do you provide each teacher with a Student Performance by Competency Report to assistance them in preparing lesson plans?	Yes	Competency Reports for Students and Class. Some teachers use report to develop lessons for their students. Suggested Next Test Report.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: CSP, LAC DATE: March 10-11, 2008 COMPLIANCE TEAM: Mark Lechich	YES/NO or NA	COMMENTS
39.	Do you know how to generate the California Payment Point Report ? Can you generate a Preliminary Payment Point Report ?	Yes	Ms. Fox checks the Payment Point Report after every scanning. The Preliminary Report is also checked for cleaning data. LAC currently has 335 Learning Gains.
40.	Are the appropriate students receiving and completing the Core Performance Surveys ? <i>Explain the process in place to ensure that students are receiving the surveys.</i>	Yes	If the ex-student is still at the institution the CASAS Coordinator or teacher would locate the ex-student to fill out survey.
41.	Can you generate an up to date list of students that will be receiving the Core Performance Survey for the past quarter?	Yes	Second Quarter data showed "No Student Qualified".
42.	Can you generate a Data Integrity site review?	Yes	Data Integrity Report is used for assisting Coordinator to locate errors in the data.
43.	Can you generate a Student Gains by Class Report ? Can you produce five student Entry/Update records and Pre/Post Test records? (Check reports with Student Gains by Class Report and Student Lister . Dates, testing books, and scores should match between records)	Yes	This report is given to teachers and supervisors to account for the students learning gains and progress. All records matched.

Comments:

The Phase I/II Literacy Learning Lab (LLL) has not operated for the past six years at LAC. New computers are on order and the new server was delivered two years ago.

Some CASAS Test booklets are missing. The LAC Education Department must pull the 32M, 33M and 081RX booklets from the testing cycle. These series of testing booklets can not be used at LAC, until the issue of the missing booklets is resolved. LAC must receive approval by Mark Lechich, WIA Administrator before they can test with the booklets mentioned above.

LAC WIA Inventory List is not current. Computers and printers purchased in 2004/2005 have not been identified with WIA Federal Tags or the location of these items. Laptops purchased in 2005/2006 also have not been identified with WIA Federal Tags or their location. It the

COMPLIANCE REVIEW FINDINGS FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: CSP, LAC DATE: March 10-11, 2008 COMPLIANCE TEAM: Mark Lechich	YES/NO or NA	COMMENTS
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responsibility of the LAC educational staff to submit a current WIA Inventory list to Mark Lechich every fiscal year.

The LAC Education Department is non-compliant with the federal Education Grievance Procedure. The Education Grievance Procedure Statement citing the appropriate federal code shall be posted in all classrooms and added to the Student Duty Statement per the Memorandum dated June 23, 2006.

COMPLIANCE REVIEW FINDINGS

DEVELOPMENTAL DISABILITY PROGRAM SECTION

No.	INSTITUTION: CSP, LAC DATE: March 12-21, 2008 COMPLIANCE TEAM: R. Romero/B. Penland	YES/NO or NA	COMMENTS
1.	<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">Administration:</div> <p>Are all Developmental Disability Program (DDP) staff appropriately assigned and under the supervision of the Principal in accordance with CDCR/OCE policy?</p>	Yes	The DDP teacher is under the supervision of appropriate education supervisors including the Principal. However, The DDP vacancy was just filled and the DDP Teacher is not reporting to work until April 2008.
2.	Does all education staff perform the required duties as described in the <u>Clark Remedial Plan (CRP)?</u> (Pages 43-44) Are those duties identified in their duty statements?	No	The DDP teacher will not report to work until April 2008. However, support for DDP students is being provided by a non DDP teacher in the interim.
3.	<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">Academic:</div> <p>Are DDP Academic assignments made to include all guidelines as described in the <u>Clark Remedial Plan?</u> (Pages 43-44and 51-56)</p>	Yes	DDP Academic assignments are made to include all guidelines as described in the <u>Clark Remedial Plan?</u> (Pages 43-44and 51-56).
4.	Does the Developmental Disability Program Teacher (DDPT) participate in Interdisciplinary Support Team (IDST) and appropriate Initial Classification Committee (ICC)/Unit Classification Committee (UCC) as provided in the CRP? (Page 43)	No	No evidence found to support that the DDPT participates in IDST and appropriate ICC/UCC committees as provided in the CRP.
5.	<p>Are DDP inmates being tested and assessed in accordance with the CRP? (Page 54)</p> <p>Does the assessment include a review of all relevant information in the C-File and other education records as stated in the CRP? (Page 53)</p>	No	No evidence found to support that DDP inmates being tested and assessed in accordance with the CRP and that the assessment include a review of all relevant information in the C-File and other education records as stated in the CRP.

COMPLIANCE REVIEW FINDINGS

DEVELOPMENTAL DISABILITY PROGRAM SECTION

6.	<p>Are Individual Treatment Education Plans (ITEP) prepared, executed and reviewed in accordance with the CRP? (Page 54)</p> <p>Are the Student Study Teams (SST) being operated in accordance with the CRP? (Page 54)</p>	No	No evidence found that ITEP's prepared, executed and reviewed in accordance with the CRP and that Student Study Teams (SST) being operated in accordance with the CRP.
7.	<p>Vocational:</p> <p>Are vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course description and an inmate's ability to perform the essential functions of the assignment?</p>	Yes	There is no evidence of restrictive policies in place at LAC preventing DDP inmates from being assigned to vocational programs.
8.	<p>Library/Law Library:</p> <p>Does the DDP Library Technical Assistant (LTA) track all contacts with DDP eligible inmates by maintaining an individual file or alternate record for each DDP inmate? Does the record include evidence of all action and contact the DDP LTA has had with the inmate per the <u>Clark Remedial Plan</u>?</p>	Yes	The DDP population is receiving outstanding library services.
9.	Are library services, including orientation, reading and scribing law library services and ducats issued to access the law library when appropriate, being provided to DDP inmates in accordance with the CRP? (Page 44)	Yes	